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ABSTRACT

The objective of the Mountain-Plains Education and Economic Development Program, (MPEEDP), is to develop through action research and experimentation, integrated career education methods and programs which can be implemented on a widespread basis. This experimental demonstration activity involved various individuals, agencies, and other resources in preparing adults and children of rural unemployed and underemployed families in Wyoming, Montana, Idaho, North Dakota, South Dakota, and Nebraska for rewarding employment. The private non-profit corporation, MPEEDP, with its core management team located at Glasgow Air Base in Montana, will develop a comprehensive research design from the initial selection of participants through job placement and followup, and will train the staff for each state. Program goals, objectives, and philosophy are detailed. Various reports and conferences on new methods will document the progress of this career education model. (AG)

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AN OVERVIEW

THE RESIDENTIAL CAREER EDUCATION CONCEPT

THE MOUNTAIN-PLAINS PROGRAM

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AN OVERVIEW

THE RESIDENTIAL CAREER EDUCATION CONCEPT

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THE RESIDENTIAL CAREER EDUCATION CONCEPT

I. AN R & D PROBLEM

The career and economic underachievement of many residents in areas of slow economic growth is caused in part by their failure to adapt to the conditions of modern industrial society. They are by-passed in the industrialization of an area because they lack the skills, attitudes and orientation required for adequate participation in its changing economy. Usually they do not have access to education programs which are adapted to their particular needs.

One of the results of recent social and technological developments in the United States has been the increased importance assigned to career education in the employment of workers and more specifically to all persons. Educational requirements for specific occupations vary widely and certain jobs have specific requirements for advanced education. The specified educational requirements may not always be necessary for adequate job performance, but the significant fact is that educational attainment is so often an important consideration in recruitment, employment and advancement. Thus, in addition to the value career education has for the social and psychological development of the individual, it has considerable importance for his occupational career.

Many people have been educated in small, understaffed schools. For these and other reasons, their level of education is low. Many are isolated from industrial communities and are not aware of the need for special education

and career development to compete successfully in the labor market. For example, many rural young people do not hold part-time or summer industrial jobs and do not know the requirements of different occupations or how to secure a job. In both rural and small urban areas, many people have suffered from a lack of positive direction from parents, from an absence of success among relatives and friends, and unsatisfactory adaption to school and work values and patterns. All of these factors constitute barriers to skill development and employability.

Low incomes are common among poorly educated people. Job opportunities for such people are limited to certain types of work, and if they are in low income occupations, they find self-improvement difficult. The probability of successful out-migration is small except when there is unusual demand for workers at tasks that do not require much education. Only during periods of great economic activity, such as the war years, is there active recruitment of poorly educated rural people for jobs outside agriculture and even during such periods, they often fill only the more menial jobs.

The principal characteristics of the rural disadvantaged people are:

1. They are often unemployed or underemployed.
2. They may lack a knowledge of an appreciation for values, associated with other levels of society.
3. Their families are usually in need of assistance in adapting themselves to changes in the employment level and/or location of employment.

4. They frequently live on farms which are unproductive or under-productive.
5. They have usually completed less than eight grades of formal public schooling.
6. They may possess few, if any, marketable skills.
7. They usually perform very poorly on standardized placement tests.
8. They are mainly persons from rural areas and small towns.
9. They are generally deprived economically, educationally, socially and culturally.

A large proportion of such people are poverty stricken, have minimum education and are unskilled laborers. Large families are the rule and many of these have been on public assistance for a long time. Therefore, it is felt that a career development education program designed to raise the "sights" of a segment of this population, and to give them educational fundamentals, social orientation, and career skills can do much to improve the economic and social status of the families involved, i.e., quality of life.

The range of their needs varies and may include:

1. Motivation to enroll and persist in education.
2. Guidance concerning the appropriate type of education and subsequent employment.
3. Counseling in career relevant to personal, social, study, work attitudes and skills.
4. Basic education as a foundation for skill and career development.

5. Education courses which are relevant to work opportunities.

6. Combination of work and education.

The content and degree of sophistication of standard education programs tend to be unsuitable for low income and underprivileged groups (not to mention the rest of the population) because they are based upon the values and behavior patterns of a different level of society and tend not to focus on measurable performance but on grades per se.

Problems of orienting, motivating and qualifying members of such groups require new methods. Some useful techniques have been developed, but there is a great need to develop new knowledge, to experirnent with techniques and to demonstrate the effectiveness of methods to meet, prepare and adapt adults, families and individual family members to employment, career development, to an industrialized society and to function as useful citizens and wage earners.

Finally, for economic and humanitarian reasons, it is important to develop methods that can be utilized wherever low income and disadvantaged people are found.

II. INTRODUCTION TO THE MOUNTAIN-PLAINS PROGRAM

A. OBJECTIVE.

The objective of the Mountain-Plains Education and Economic Development Program, Inc. is to develop through research and experimentation methods and programs which can be implemented on a widespread basis and to prepare unemployed and underemployed families (adults and children) in the six states of Wyoming, Montana, Idaho, North Dakota, South Dakota, and Nebraska for

stable and rewarding employment -- intent being that an overall improvement of the quality of life will facilitate this end. This is based on the hypothesis that those who are not now being assimilated properly into the economy can be when new efforts are made to identify, select, motivate, counsel, educate and place these individuals. While the program will incidentally educate a number of families (people), its basic objective is the development of techniques which are applicable throughout the country.

This program will be conducted by Mountain-Plains Education and Economic Development Program, Inc. - a private non-profit corporation which will facilitate a U. S. Office of Education research and development effort of national scope and consequence. Mountain-Plains will involve various individuals, agencies, and other resources in all six states and in all phases of the experimental program, through recruitment, selection, counseling and assessment, referral to education, career orientation, educational fundamentals, social orientation, career preparation, placement and follow-up.

A career education project such as this is an operating experimental and demonstration activity which is undertaken to:

1. Develop sufficient acquaintance with a problem area to permit the formulation of hypotheses for testing by experimentation.
2. Pioneer program innovations.
3. Display and demonstrate the feasibility and desirability of new ideas, techniques and programs which may not yet be in general use, with the intent of stimulating and assisting in the widespread adoption of those that are considered successful.

4. Develop new knowledge or use existing knowledge in new applications to activities which are or may be organized to meet problems of motivating and educating rural disadvantaged families for stable and rewarding employment, i.e., improvement of the quality of life.

Research and development programs are concerned with the study, in an operational context, of ways and means of alleviating human resource and economic development problems through systematic experimentation with new or adapted techniques and institutional arrangements. This kind of action research may utilize one or more of a number of approaches, such as experimental design, surveys and cost benefit analysis to provide definitive information regarding the efficacy of program applications.

B. PARAMETERS.

In recent years, the Federal government has given general approval for the U. S. Office of Education to initiate, in cooperation with the various institutions and agencies, a limited number of action-research projects designed to study the total educational needs of given geographic areas in a concerted and comprehensive way. The Mountain-Plains program will include the development of appropriate and economic methods to:

1. Assess the education needs of potential participants in the six states.
2. Determine the education required to develop career competence for new job opportunities.
3. Develop integrated career education in computational, science, communication skills, and other so-called academic areas.

4. Prepare career education and re-education materials.
5. Develop methods of career counseling and orientation.
6. Develop methods of motivating people to enroll for and persist in education.
7. Promote expanded career programs in industry.

The objective of this program will be to develop the most appropriate methods to meet the needs of the particular area, through an action-research approach in which the techniques and programs will be treated as hypotheses to be tested.

C. ORGANIZATION AND FINANCING.

An experimental program of this nature facilitates the trying out of a non-profit corporation which will have considerable administrative authority and autonomy to ensure that:

1. Operating decisions may be made and implemented quickly.
2. Staffing problems may be handled promptly.
3. Freedom be available to hire and evaluate staff with the required qualifications and orientations.
4. Flexibility be exercised with freedom from rigid commitment to established methods and procedures of counseling, education, career education, etc.

The organizational structure which can provide these operating conditions and also provide for financial accountability to the Federal government, U. S. Office of Education might apparently be that of a non-profit corporation structure,

incorporated in the State of Montana. The U. S. Office of Education will assist in administration of the research and development grant/contract to the Mountain-Plains Education and Economic Development Program, Inc. Board of Directors. The Board of Directors of the non-profit corporation will consist of thirteen members representing the six states involved in the program. Members on the Board will be there by virtue of their positions within their individual states (i.e., State Director of Vocational Education, State Superintendent of Public Instruction, the Governor, Indian tribal representatives of the three major Indian unions and one local Montana representative chosen in the community of Glasgow, Montana). The Board selects and hires an executive program director. He will be responsible for the operation of the initial corporation program. The executive director will be the chief executive officer. The records of the corporation will be subject to audit by the Board and the U. S. Office of Education. Initially, a U. S. Office of Education research and development grant will finance up to 100% of the corporation's operation and its assets may, but not necessarily, be turned over to the government at the termination of the five years effort.

Each of the six states participating in the program will have an office of the Mountain-Plains corporation located in the capitol city of that state. The staff in these Mountain-Plains state offices will carry out and conduct the business of the corporation in their respective states. Each Mountain-Plains state office will have its own operating budget to facilitate the carrying out of its respective functional responsibilities. Generally, the initial activities

of operation will include an indication of the population of the state to be served, the nature of the educational problems to be studied, the experimental methods proposed, and any special features with respect to liaison with government departments and agencies. Recruitment of families to participate in the Glasgow, Montana Center career education program will be a part of the state office effort as will functions of job placement, family placement and follow-up, needs assessment, data collection and stimulation of economic progress and development activity. The respective state office plans will include a budget and staff establishment. Each state office staff will plan, organize, conduct and evaluate methods and programs required to meet the objectives of the corporation. They will cooperate with and utilize existing personnel and institutional resources.

The core Mountain-Plains management team, located at Glasgow Air Base in Montana, will establish and administer planning, research, evaluation and other technical support to assist in the development of research design and experimental methods and materials; and to provide education for the preparation of the staffs in the state offices.

The preparation and testing of new career education and development methods in the residential setting will require close and continuing collaboration between the individual state offices and the headquarters management team. This relationship must be free from administrative constraints, traditional methodologies and professional vested interests to ensure the interchange of critical ideas and findings, and the constant evaluation of the program.

Generally, the Mountain-Plains state office staff will address the education and economic needs of its state. This may require that education be conducted in a number of locations within the state itself. The Mountain-Plains staff will be responsible for recruiting, counseling, education, etc. The staff of each state will be recruited from the state in which the individual state offices will be located and operating. This may be a significant dimension of the experimental project to test the feasibility of strategy.

The Mountain-Plains core management team and subsequent staff will be selected by the executive director of the Mountain-Plains Board of Directors. This staff will then be responsible to plan, promote, organize, supervise and evaluate the program in the six states and overall. This core management staff will include specialists and experts in: career education, residential education, business administration and management, educational administration, recruiting, job placement and development, basic education, research, planning, counseling, work-experience programming, and etc. The existence of such qualified staffs will make possible the necessary degree of autonomy and the ability to develop the program. To the extent possible, again all staff is to be obtained from the six states region.

D. GEOGRAPHIC DEFINITION.

The six mountain plains states of Montana, Wyoming, Idaho, North Dakota, South Dakota and Nebraska will form the geographic boundary for the Mountain-Plains Education and Economic Development Program, Inc. operations. Glasgow, Montana, due to the location of an ultra-modern, former Strategic Air Command

Base will serve as headquarters of the core of operations and programming. These excellent facilities will provide for formulating the design of the residential career education and economic development program which will focus on the rural disadvantaged of the six states mentioned above. The locations of the six state Mountain-Plains offices will be selected for proximity to the various state agencies and offices with which a good deal of their work will entail. Needless to say, the state office activity will provide for close proximity dealing with the six mountain plains states reflecting a variety of situations including industrial growth or decline, sizeable native populations, various "mixes" of farm and non-farm populations, etc. This program is being implemented to develop the best methods of meeting the motivational and career educational needs of disadvantaged, unemployed and underemployed families. Priority must therefore be given to those areas which have a maximum potential for intensive study of these problems. The state Mountain-Plains offices will provide for opportunities to investigate problems and develop appropriate programs for areas in which the above problems exist. The state offices will not place existing operational programs for educating unemployed or under-employed persons in the area.

The six state boundary is of sufficient size so as to provide scope for a full range of research and development activities, but not so large as to hopefully be unmanageable in terms of the development of the overall experimental program .

E. MISSION.

The Mountain-Plains Education and Economic Development Program (MPEEDP) is a non-profit corporation chartered by the State of Montana. The spirit and intent of the Corporation is made explicit by the terms used to express its: (1) primary mission; (2) strategic doctrine; (3) philosophy; (4) system-wide goals; and (5) management goals.

1. Primary mission statement - The primary mission of MPEEDP is to plan and manage the conceptualization, definition, development, installation, operation and evaluation of an innovative career education system model that is designed to serve as a catalytic impetus for social change and economic development in the six-state region of Idaho, Montana, Wyoming, North Dakota, South Dakota, and Nebraska.

2. Strategic doctrine - MPEEDP functions as national model for career education and features a system of programs that is designed and organized to operate in a residential-community, living-learning environment. The entire system of career education programs seeks to increase the productivity and improve the life situation of rural disadvantaged individuals and families in accord with plans for socio-economic development in each of the several states of the region. As a regionally-controlled and federally-supported agency, MPEEDP is committed to establishing and operating an innovative system of high-quality career education programs. In this regard, MPEEDP

shall strive to be both sensitive and responsive, not only to the problems and needs of individuals, but also to the problems and needs of the six-state region that it serves. As a national model for career education, MPEEDP shall seek to develop and test viable alternatives to existing educational programs in order that society is afforded a mechanism for coping more effectively with the challenges of change which confront present and future generations of rural disadvantaged people.

MPEEDP recognizes the value of regional, state, community and individual involvement in setting its goals and objectives and deciding priorities for action. It is essential that MPEEDP function as an integral part of its service community. Its goals and objectives must focus on changing conditions, evolving problems and needs, and future horizons. Its proposals for change and requests for resources must be justifiable in terms of state and regional values and interests. Its programs must constitute realistic and effective responses to both individual and community problems and needs, and feature the use of constructive approaches to change. In everything that it seeks to do, MPEEDP must strive to be open, receptive, participative, flexible and fair.

3. Philosophy -

WE BELIEVE in the fundamental integrity, dignity, and worth of the individual.

WE BELIEVE that regardless of age, creed, sex, race, or national origin, each individual is guaranteed equality of opportunity.

WE RECOGNIZE that a guarantee assuring equality of opportunity does not insure equal treatment for all.

WE BELIEVE that quality developmental experiences should be provided to all who may benefit from them commensurate with their abilities to learn.

WE RECOGNIZE that individuals differ with respect to their inherent problems, needs, interests, abilities and aspirations.

WE RECOGNIZE that learning "begins where the individual is" relative to personality, growth and development, and the learner's past experiences and environment.

WE BELIEVE that learning can proceed only at a rate that is consistent with an individual's ability to learn and readiness for learning.

WE BELIEVE in the primacy of self-induce motivation and self-actualized efforts on the part of each individual in learning.

WE RECOGNIZE that quality developmental opportunities involve variety and diversity in an individual's living-learning experiences.

WE RECOGNIZE that effective learning requires active participation on the part of individual learners.

WE BELIEVE the most valuable type of education is one that prepares individuals for lifelong learning and change.

WE BELIEVE the primary purpose of career education is the development of each individual's ability to think constructively, to find and solve problems, and to reason independently.

WE BELIEVE that the quality of an individual's family and community life critically influences what he learns and how he behaves.

WE BELIEVE the career education problems and related developmental needs of rural disadvantaged people can best be served in a residential-community, living-learning environment.

WE BELIEVE that a residential-community, living-learning environment is a setting -- wherein individual participants, MPEEDP staff members, and members of their respective families live, work and play in close proximity -- that establishes a conducive climate for learning.

WE BELIEVE that the climate of a learning environment must reflect a genuine concern for the individual, his problems and needs, and his relationships to others and support systems in his life-environment.

WE BELIEVE a residential-community, living-learning environment promotes individuality and reinforces learning effectiveness.

WE RECOGNIZE the unique characteristics of individuals as basic indicators and standards in terms of which programs of learning must be adjusted and measured.

WE BELIEVE the individual learner should be able to judge the adequacy of his progress and determine the overall effectiveness of his performance.

WE BELIEVE the quality and effectiveness of any program of learning can be judged best when actual and/or potential learning outcomes are analyzed and valued in terms of prespecified objectives.

WE BELIEVE that it is MPEEDP's duty to insure that all its programs are managed and maintained flexibly, efficiently, without waste and with the most return for the resources utilized.

4. System-Wide Goals -

a. To plan and manage the conceptualization and definition of a residential-community career education system model.

b. To plan and manage the development, installation, operation and evaluation of an innovative system of programs for career education.

c. To assess the characteristics, problems and needs of rural disadvantaged people residing in the six-state region.

d. To guarantee to each person found eligible and selected for participation equality of opportunity through quality living-learning experiences.

e. To establish and maintain an equitable means for facilitating and supporting the involvement of individual participants.

f. To improve the quality of personal growth and development, individuality and status, and employability of rural disadvantaged people.

g. To improve the effectiveness of family and community life, health and general welfare, and socio-economic functioning in the six-state region.

5. Management goals -

a. To establish a continuing means for actively involving the people of the six-state region in deciding what constitutes quality and effectiveness in career education.

b. To establish a continuing means for constructive participant involvement in deciding what constitutes quality and effectiveness in career education programs.

c. To assure and assess the quality and effectiveness of career education programs for rural disadvantaged people.

d. To find and solve career education system and program management problems.

e. To analyze all MPEEDP operations and document progress on the basis of program-by-program accomplishments.

f. To audit the quality and effectiveness of career education programs, related outcomes and the efficiency of management practices.

g. To determine and report what is needed to maintain and to improve the quality and effectiveness of career education programs for rural disadvantaged people.

h. To inform the people of the six-state region regarding the quality and effectiveness of center and outreach career education programs.

i. To inspire participants to commit themselves to an ever-improving quality of developmental opportunity for themselves and others.

III. OPERATION OF AN R & D NON-PROFIT CORPORATION

A. SOME GENERAL OBJECTIVES OF THE CORPORATION.

The general objectives of the Mountain-Plains program are:

1. To develop new methods of qualifying persons who are rural disadvantaged, particularly those who are handicapped educationally, for rewarding and stable employment (i.e., improvement of the quality of life).
2. To carry out studies of the employment and other prospects for persons with various levels and types of skills, and to test solutions to employment problems including the recruitment of family-students, their motivation, counseling, career education, residential family career education using a wage payment process for their participation, placement and related matters.
3. To carry on the activities of a research program, educate, pay and provide such other services and benefits as are deemed necessary to or on behalf of the family-students to achieve other objectives.
4. To maintain liaison with state governments, educational establishments, and with other local entities.
5. To develop methods of evaluating the procedures and methods used,

prepare reports and publish and disseminate information relating to research and related programs.

6. To enter into any arrangements with any authorities, public, private, educational or otherwise that may seem conducive to the corporation's objectives, and to obtain from any such authority any rights, privileges, and concessions which the corporation may think is desirable to obtain, to exercise and comply with any such arrangements, rights, privileges and concessions.

7. Provide for economic and educational development through a residential career education concept.

8. Mountain-Plains activities will focus on four specific objectives: First, improving the growth, development and employability of individuals in the region. Second, improving family living and community life through a program of formal and informal educational activities and services. Third, improving the health care, health education and general welfare of persons through a program of health education and social services. Fourth, improving economic conditions within the six-state region through concerted efforts to provide job capabilities for employment in economically profitable occupations that now exist or could be developed through coordinated efforts of federal, state and local entities and private institutions.

Many of these functions can be carried out by local people who will be recruited and educated for these purposes. Local agencies and other institutions which provide services relevant to preparing residents for employment will be approached to adapt or increase these services wherever appropriate to those enrolled in the program of the corporation. In this way, the program will help to strengthen the existing institutional resources of a community and test the ways in which they can be most effectively used.

The following description of program components may suggest a general sequence of operation, although in actual practice elements of various phases may operate simultaneously and are often mutually supportive. This will be particularly true of counseling and assessment - job development and placement for instance, which will be important components of most phases.

B. THE IDENTIFICATION OF EDUCATIONAL OBJECTIVES.

The residential career education concept and related activities have as their objectives the preparation for and the securing of stable and rewarding employment for the rural disadvantaged families in the six states, i.e., the improvement of the quality of life. It is important that they be developed in relation to economic opportunities. This may be accomplished by:

1. Determining the economic opportunities available to respective state residents including opportunities which can only be taken advantage of through emigration from one area to another.
2. Determining the qualifications necessary for placement in these economic opportunities.

3. Determining the types of education required to qualify residents for the economic opportunities available to them.

Residents of these rural six states are often at a disadvantage in seeking employment outside of farming because of remoteness from large urban centers, inadequate general and/or career education, lack of specific knowledge of employment possibilities, and unfamiliarity with urban and industrial ways; and it is necessary to adapt education programs to take characteristics such as the following into account:

a. Age and sex groupings.

b. Number of those:

   1. With marketable skills but unemployed or underemployed.

   2. Lacking marketable skills.

c. Education and career development levels.

d. Ability levels.

e. Social and health problems.

f. The family as a unit functions in an environment; therefore, the success or failure of an educational endeavor or job placement may well hinge on how each individual member of any given family reacts to a change. The family is a socio-economic, emotional, psychological, physical unit -- the make-up of which and the functioning of same determines the quality of life.

C. RECRUITING OF PARTICIPANT FAMILIES.

The potential participant families (i.e., students) of this program will include many who dropped out of school and who would not initially be expected to volunteer for education. Many of these people may be convinced that they are not wanted and cannot benefit in a practical way from further education. Among the factors which make it difficult to draw these individuals into education programs are the "middle class" image of education and career development, a lack of self-confidence, and feelings of frustration with the usual methods of registering and handling people who seek assistance. In addition, mass communications media are not really effective in reaching and influencing these people. The Mountain-Plains program must develop methods of overcoming these obstacles, and will experiment with methods of identifying and using community resources to this end.

D. COUNSELING.

Counseling services will be a major consideration in the program at Glasgow. It will be necessary to motivate family participants not only to enroll, but also to persist in the program. This will require the State MPEEDP Office staffs to assist in assessing the interests, attitudes and abilities of potential families. Programs will be needed to help families that participate develop and accept new goals, values and interests, and to adjust to becoming and remaining employees at a satisfactory level.

The level of education capability and motivation will vary between individual family members, and it is particularly important to prepare programs to meet

the needs of those who will experience considerable difficulty in accepting and absorbing benefits of the program.

Counseling can also assist student families to:

1. Adapt to an educational situation initially and then accept the work pace and work attitudes employers expect.
2. Overcome feelings of inadequacy and other attitudes which may impair their profiting from education.
3. Learn about the world of work and how to secure jobs which interest them and are, at the same time, appropriate to their ability.
4. Adapt to the conditions in which they will find themselves when working in a different community.

A further area in which counseling can help is in the attitude and problems of the family unit as it affects each member.

Initial studies of the characteristics of the disadvantaged have indicated that most people will have to learn new attitudes to work and to study as well as other forms of self-improvement. To some people, learning these characteristics may be a distasteful prospect regardless of financial or other incentives for learning or working. For this program, this may present its greatest challenge.

Thus, in addition to the development of manual and mental skills, people will be helped to adopt and adapt certain types of work behavior, and to acquire value patterns consistent with those of successful employees in gainful occupations.

It is obvious that these characteristics are neither taught nor learned in a rational way in the same manner as subjects like mathematics or welding. To find out now to develop in family participants new patterns of behavior, it will be necessary to experiment with a number of factors making up the social system of living-learning-working situations, including:

1. Authority system and forms of control exercised over family participants.
2. Autonomy of family participants within the program.
3. The nature and extent of interaction between staff and family participants and between families.
4. Complexity of roles family participants must play vis-a-vis the various staff members and other family participants and the community members.
5. Reward structures including payment for learning, payment for attendance, penalties for lateness, etc.

It is hypothesized that by varying factors such as the above, it will be possible to duplicate the social demand of various work situations to which family participants must learn to adjust and to develop attitudes and behavior patterns which will aid them in securing and re-educating for employment.

E. EDUCATION.

Residential family career development education via a totally integrated curriculum on a full-time basis will be conducted on the Air Base facility where the family participant will become a resident. In some cases, it may

extend to other locations where more beneficial employment and educational opportunities exist.

Curricula is being designed and specialized teaching methodology and materials will be employed. Experimentation will take place with particular concern for producing newer curricula, methodology and materials. Special efforts will be made to:

1. Measure rate of achievement and length of education to determine if there are certain desirable lengths for curricula. Basically, the family will decide the length of participation.
2. Study class and other instructional organization and grouping patterns to determine the effects on learning and other behavioral characteristics.
3. Develop curriculum materials which may be especially adaptable to the occupational clusters and the economic opportunities in the six states.
4. Measure the effects of individually prescribed instruction, continuous progress concepts, learning activity packages and other such tools on selected segments of the student population.
5. Observe, study and demonstrate the effects of selected career education techniques and methods, and evaluate their effect on end results.

The following suggests the kinds of programs which will be offered. Mountain-Plains is free to select the program considered most suitable for the participants.

1. Career Orientation.

Career awareness and orientation will be directed primarily toward all families and all family members. The concept will encompass both career awareness and orientation so as to accustom persons to work and provide an idea of an acceptable work pace or performance. Many of the potential family participants will tend to act from expediency in the hope of immediate gain, and are naive and unsophisticated in terms of understanding the world they live in.

Career development education will be designed to "season" people to enable them to enter employment or more sophisticated education programs. Special emphasis will be placed on reading, computation, communication skills, listening, understanding, interpreting ideas and developing meanings, etc. The program will provide basic education as a foundation for skill development--but of an integrated nature (curriculum-wise) so as to develop necessary work habits and skills; and aid in the development of positive concepts about work and employers' demands. The program will permit its participants to explore a variety of occupational/career clusters and will acquaint them with many aspects of community life enabling them to become more effective citizens. It will also provide a realistic success experience which will reinforce interest and development.

2. Career Preparation.

This part of the educational program will be directed toward all those families and family members which can benefit from such instruction and who have some appreciation of the work pace, performance and behavior that employers demand.

Improved educational methods will be developed which may include programmed instruction, simulation, continuous progress, learning activity packages, individualized instruction, and various forms of accelerated education. Work experience will be integrated into the program where desirable and feasible.

A variety of education will be developed to teach those skills that are, or are expected to be, in entry level demand occupational clusters and levels.

The occupational clusters in which instruction will be given shall be determined largely by the families' motivation and the economic opportunity within the six states, including the educational needs of industries locating in the area under the provisions of the Economic Development Act and other such stimuli. Education in other occupational clusters, in demand in the other states, may also be provided.

The provisions of the Manpower Development Training Act and the Vocational Rehabilitation Program for aid in relocating persons educated in the latter cases will be fully explored. Particular attention will be given to the reasons why people in the area may decline to use such a program, or having migrated, decide to return home.

3. Follow-Up on the Job and in the Community.

The MPEEDP state office staffs will seek opportunities for education on the job, particularly in areas experiencing industrial growth and will experiment with more effective methods of education within industry.

Students may be recruited directly for this education or they may first obtain career development education at Glasgow which will be provided by MPEEDP.

4. Economic and Management Development.

Many farm, business and cooperative enterprises in designated areas fail or subsist on a marginal basis when they could be successful if they used better management practices. Experimental methods will be used to develop techniques of educating people to assist them in making their enterprises succeed and grow.

Many communities in these areas must rely to a great extent upon the survival and growth of small enterprises which are usually based on local resources, local people and that serve district markets. Most communities have unexploited resources and opportunities for small businesses which could increase employment in the community. Initiative and enterprise can be developed by encouraging and assisting people to analyze opportunities and undertake projects of practical economic value. To this end, experiences may be developed to encourage and assist community and business leaders to identify resources and additional economic activities which could provide additional employment.

5. Educational Allowances Vs. Wage Payments.

Some people do not pursue education because of insufficient allowances. MPEEDP will not provide allowances or stipends. A wage, however, will be paid to participants as if they were employees. As long as they participate in the program, they will receive pay. If they do not participate, they will not be paid. In the main, all family participants will be paid wages under the provisions of this experimental program.

IV. DESIGN OF THE ACTION RESEARCH SYSTEM.

A. CRITERIA.

This program is experimental in nature; the evaluation and the cost benefit analysis of each phase is critical to the whole operation. On the basis of such assessments, it will be possible to determine the value of the methods and techniques developed and most importantly, assess the extent to which they can be replicated economically on a mass basis.

An experimental program must have measurable criteria to assess the extent to which its objectives are achieved. In educational, social and economic experimental programs, there is a requirement for intermediate as well as ultimate criteria. The intermediate criteria for the states may well be the percentage of rural disadvantaged enrolled and maintained in education and later in placement; per unit cost; the amount learned; the adoption of program components by other agencies, etc. The ultimate criteria relate to the social and economic intent of the program and must be stated in terms of economic data.

These criteria include increasing the earned income per capita in the states and the intervening economic variables which affect it. These measures are to be used by the individual states.

Regular evaluation of the program is essential to learn how the various segments of the program are meeting the goals set for them, to identify new and changing problems which may require program adjustment, and to ensure that the policy and operation of the program are responsive to overall and economic needs.

B. THE INTEGRATED ELEMENTS OF THE ACTION RESEARCH SYSTEM.

The purpose of any education is to change behavior. The application of modern system theory to the Mountain-Plains program takes advantage of research, application studies, feasibility studies, job analysis, task analysis, behavioral analysis and many other techniques. Systems theory as a method arose largely from the need of more systematic, logical and integrated approaches to the solutions of the complex problems of behavior change. It relies upon analytical methods for establishing educational objectives, and calls for combinations of instructional media to meet the state objectives.

These activities require the development of new and different methods and materials. Because of these factors and of their relationships, and because the state office and MPEEDP Center program of research and development will affect the lives of people, it should be very carefully designed and logically planned.

A master planning and control management network is to be developed to indicate the activities in the achievement of the program objectives. This network includes sub-networks or logical groupings for each of the following program elements.

a. Design of action research systems.

b. Development of experimental methods.

c. Development of evaluation methods.

d. Development of administrative and management support.

e. Planning, conduct and evaluation of experimentation.

f. Applications for implementation on a widespread basis (replication).

1. Design of Action Research Systems.

Heretofore, action research has had a minimal impact on social policy and programs because adequately conceived efforts have rarely been undertaken and completed.

The complexity of the problems confronting the Mountain-Plains program requires the development of new methods of action research design, so that any impact of changes of program variables on employability or on employment may be detected, identified and measured. This phase will also involve the procedures with the project objectives.

2. Development of Experimental Methods.

The variables which will be experimented with to produce changes in employability and employment consist largely of education, counseling, job

development, economic development and the organization of the overall Mountain-Plains program, as well as each of the various and individual state offices of Mountain-Plains. Changes in behavior which might be fostered by an education and counseling program may also require changes in income maintenance, health service, business organization and practices, and social organization to support and maintain these changes. Recognizing that community involvement is an integral part of human resource programs, individual community leaders and community agencies will be involved throughout the program and a measure of their effect will be attempted. Each program variable must be well defined so that it may be used elsewhere if found effective.

3. Development of Evaluation Methods.

Methods of evaluation are required to assess each part of this program variable not only "before and after," but also during the experiment to suggest possible changes or improvements. They are required to identify stimuli from several sources in the program or in the community, and to recognize which stimulus should be applied in other experiments.

4. Development of Administrative and Management Support.

The establishment of the Mountain-Plains program requires that this new, relatively autonomous organization develop its own management services, including finance and accounting, personnel, purchasing, accommodation and equipment. Some of these, such as personnel (use of indigenous leaders, staff qualifications, staff-student ratios, etc.) and accommodation (location,

type, facilities, etc.) may well also serve as experimental variables. Others (e.g., accounting) will provide evaluation data for cost/benefit analysis. Because of the importance of these activities to the success of the program and because data regarding them must be available in a form that is useful in the evaluation of individual and collective efforts, support will be provided by consultants. These support services will assist the project director in determining and controlling time and costs; thus allowing them to devote maximum attention to the management of the experimentation.

5. Planning, Conduct and Evaluation of Experimentation.

The effectiveness of the program will depend upon how well the objectives are defined and how program activities are planned and conducted. Methods of program planning, implementation and evaluation by program staff will be based upon an analysis of need and experimentation. The problems and opportunities will suggest methods and a sequence of program activities. In experimental or intervention research, this phase is critical because of the impossibility of reproducing the same experiment.

V. THE ROLE OF THE MANAGEMENT STRUCTURE

The Mountain-Plains program will assist the various states and its own program endeavors in the following ways:

1. Gather information on existing programs and techniques.
2. Anticipate some of the needs of the states by developing hypotheses, methods and materials for their use.

3. At the specific request of various entities and within the constraints of Mountain-Plains resources, develop specific methods and materials for their use.
4. Provide continuing consultation and exchange of information with and between the various interested parties.
5. Encourage and assist in the experimentation with various methods.
6. Collate and evaluate the total program and prepare methods and materials for widespread use.
7. With assistance, design methods of evaluating the program.
8. Provide management controls to ensure that expenditures are within the limits of the program.
9. Serve as an additional resource to the states as part of their overall and individual planning and development.
10. Coordinate activities so as not to duplicate nor compete with existing programming.

VI. THE END-PRODUCT OF THE PROGRAM

The prime objectives of the Mountain-Plains program are the discovery, invention, validation and utilization of methods of motivating and educating rural disadvantaged families for stable and rewarding living, i.e., improvement of the quality of life, employment. The service functions and program operations are essentially the basis for the creation of data to attain these objectives. Ideally, the program (MPEEDP) operation should not necessarily be a dominant end in itself.

The concept of objectives or end-product should be the focus of the values and goals of the overall corporation management team and the state Mountain-Plains office staffs. This implies that something specific is to be delivered and is to be applied on a widespread basis following a sequence of activities called a research and development program. This end-product will be tested, validated knowledge which will take the physical form of reports which provide the basis for replication application of this knowledge. This is very significant because:

1. The report is the principal evidence of performance.
2. Numerous aspects of Mountain-Plains management activities ought best to be reviewed as functions which are supportive of goal achievement and contribute essentially to the preparation of a quality end-product.
3. The report as an end-product is an important facet of the values for which Mountain-Plains funds are expended. It is important in the two major areas of cost/benefit analysis and the allocation of priorities.
4. The report contains the validated knowledge which is the goal of the complex program operation and management.

It is suggested that reports of Mountain-Plains should focus on the following five major areas:

1. Report of the project dynamics and its history, as well as significant insights, audits of the services performed and requested, and case histories.
2. The model and specifications for dealing with a given type of problem, making explicit all the essential services and procedures. This should be technical, to enable a new technology of human resource development to be replicated and applied successfully by others to the solution of the type of problem for which it was found to be valid.
3. An experimental analysis which uses experimental methodology (design, etc.) to establish credibility in the judgements of effectiveness and in the empirically tested hypotheses pertinent to the acceptance of a scientifically developed behavior system.
4. Ancillary studies and the data bank function as a class of end-products should be given prime attention. The Mountain-Plains program represents one of the best available concepts for the analysis and study of human adjustment, social dynamics and behavior systems basic to human resource and economic development and utilization. Undoubtedly, an analyst will find the program so complex that it provides more studies than he can conceivably handle. There are special problems in this area but the potential return in terms of applied and basic knowledge is well worth the cost and effort.
5. Cost/benefit analyses in varied forms should, when possible, be a part of the project yield.

The transmission of the results of the program will undoubtedly commence before the termination of the program and it is envisaged that the publication of reports and the conduct of symposia, demonstrations and conferences on new methods will be held as these new methods are developed and validated. In this way, the results of the program will be provided to the educational and other authorities concerned so that they may consider and apply the new methodologies in a progressive manner.